

**Attitudes of Jordanian Graduate Students and
Teachers Towards Native and Non-Native English
Language Teachers**

اتجاهات طلبة الدراسات العليا والمعلمين الأردنيين نحو معلمي اللغة
الانجليزية الناطقين بها والناطقين بغيرها

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**A Thesis Submitted in Partial Fulfillment of the Requirements
for Master of Arts in English Language and Literature**

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Authorization

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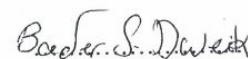
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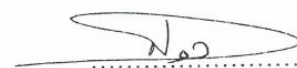
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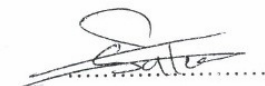
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Dedication

I dedicate this thesis to the soul of my father;

To my beloved mother;

To my brothers and sisters;

To my daughter and sons;

To my friends;

**Most of all, I dedicate this work to the only person whose love
inspires me to live life to its utmost, my soul mate and dear
husband, Jawad Al-Halbouni.**

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Attitudes of Jordanian Graduate Students and Teachers Towards Native and Non-Native English Language Teachers

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Abstract

This study aimed at investigating the attitudes of Jordanian graduate students and teachers towards native and non-native English language teachers. It also aimed at finding out the reasons why Jordanian graduate students have such attitudes. The study raised these three questions.

To achieve the aims of the study, the researcher used two instruments; a students' questionnaire and semi-structured interview questions. A questionnaire was distributed to 100 participants. However, only 93 questionnaires were filled out and returned.

Another convenience sample was used in the Semi-structured Interviews. It consisted of five teachers of English who agreed to participate in the study. The interview questions aimed at exploring the teachers' attitudes towards the advantages and disadvantages of both native and non-native English language

teachers. They answered four questions about their attitudes towards native and non-native English language teachers.

Results of the study revealed that students believed that both native and non-native English language teachers had their advantages and disadvantages. Native English language teachers were preferred for teaching pronunciation, oral skills and culture but they were not better in understanding students' needs and difficulties and less sensitive to students' culture. Students also felt that native English language teachers cannot use L1 of the students for translation.

As for non-native English language teachers, they were preferred by Jordanian graduate students in teaching grammar and writing skills. Knowing L1 of the students makes them more empathetic as they can use translation. However, the participants thought they do not concentrate on oral skills and do not speak English fluently and can't give enough information about the culture of English-speaking countries.

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إعداد

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إشراف

الأستاذ الدكتور بدر الدويك

ملخص الدراسة

هدفت هذه الدراسة الى معرفة اتجاهات طلبة الدراسات العليا الأردنيين والمعلمين نحو معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها. كما هدفت أيضا الى معرفة الأسباب وراء تلك الاتجاهات. وقد طرحت الدراسة ثلاثة أسئلة.

للإجابة على أسئلة الدراسة استخدمت الباحثة أداتين: قامت الباحثة بتوزيع استبانات على 100 من طلبة الدراسات العليا من تخصصات علمية مختلفة. تم الاجابة على 93 استبانة فقط من قبل الطلبة.

كما قامت الباحثة باجراء مقابلات مع خمسة معلمي لغة انجليزية، حيث أجابوا على أربعة أسئلة تتعلق باتجاهاتهم نحو معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها.

كشفت نتائج الدراسة أن الطلبة يفضلون معلمي اللغة الانجليزية الناطقين بها خاصة في تعليم اللفظ والمهارات الشفوية وثقافة الدول الناطقة بالانجليزية. لكن الطلبة لا يفضلون معلمي اللغة الانجليزية الناطقين بهالعدم قدرتهم على فهم احتياجاتهم والصعوبات التي يواجهونها. كما أنهم أقل حساسية لثقافة الطلبة وليس لديهم القدرة علي استخدام لغة الطلبة الأم أو الترجمة. وبينت الدراسة ان طلبة الدراسات العليا الأردنيين يفضلون معلمي اللغة الانجليزية الناطقين بغيرها خاصة في تعليم قواعد اللغة الانجليزية ومهارات الكتابة; كما أن معرفتهم بنفس لغة الطلبة يجعلهم أكثر تعاطفا

وفهما لمشاكل الطلبة اللغوية ويستطيعون استخدام الترجمة. أما بالنسبة للنواحي التي لا يفضل فيها الطلبة تعلم الانجليزية من معلمين غير ناطقين بها، فقد اعتقد الطلبة أن هؤلاء المعلمون لا يركزون على مهارات المحادثة باللغة الانجليزية وليس لديهم الطلاقة الكافية للتحدث باللغة الانجليزية. كما أنه ليس لديهم الكفاءة الكافية لإعطاء معلومات وافية عن ثقافة الدول الناطقة بالانجليزية.

Chapter One

Introduction

1.0 Background of the Study

English is an international language and is now increasingly used as an important means of international and intercultural communication around the world. As most people know well, in today's business world the trend towards globalization and the need for communication on this scale necessitate transnational languages and the top candidate for this medium is English. Graddol (2001) stated that the British Council estimated that English is spoken as the second language by about 375 million speakers and as a foreign language by about 750 million speakers. There is little doubt that the majority of the English language teachers are non-native because these vast numbers of second and foreign language speakers would have been taught mainly by indigenous non-native English language teachers.

The number of people worldwide learning English is steadily increasing, and according to Kachru (1992) there are four non-native English speakers for each native English speaker, which is a proportion similar to that of teachers of English. The increasing demand for English all over the world and the ever

increasing number of non-native teachers in the field (Samimy & Brutt-Griffler, 1999) has led to debates regarding to whether English should be taught by native or by non-native teachers and whether native or non-native teachers are better in terms of teaching the English language. In view of its current role and status, English cannot be exclusively associated with native English-speaking countries such as the United States, Canada, or the United Kingdom.

Students' success in learning a target language (TL) or a foreign language (FL) can be impacted positively or negatively by various factors, including their beliefs about how English as a Foreign Language (EFL) should be taught and their beliefs regarding characteristics of the ideal English language teacher. The attitudes possessed by students and teachers are diverse and fall on a continuum. Students' attitudes have been shown to have a profound impact on their success. Attitudes stem from personal characteristics. If students come to class with a belief that native teachers make better teachers, and they have a non-native teacher, their motivation to succeed in the class could be affected. Ellis (1994) stated that there is a reciprocal relationship between Second Language Acquisition (SLA) success and students' language attitudes. Due to this relationship between attitudes and achievement, students who begin with positive attitudes and also experience success in learning the

L2 will have these positive attitudes strengthened, and thus want to learn more. Negative attitudes will also be reinforced by limited success learning the L2.

In the field of English language teaching (ELT), a growing number of teachers are not native speakers of English. Some learned English as children; others learned it as adults; some studied English in formal academic settings; others learned it through informal immersion with native speakers of the language. Some speak British, Australian, Indian, or other varieties of English; others speak Standard American English. For some, English is their third or fourth language; for others, it is the only language other than their mother tongue that they have learned.

The issue of native and non-native has been shown to have a profound effect on the experiences of English as a foreign Language (EFL) students and instructors worldwide. The importance of this subject particularly in Jordan has encouraged the researcher to investigate it from students' and teachers' points of view.

Due to the power of English as the international language and due to the fact that English language teaching has expanded in Jordan in the last years, the researcher decided to carry out this investigation. Similar to many other EFL contexts, the majority of Jordanian people, including administrators and

educators seem to view English language teaching as a domain of native speakers and assume that the ideal EFL teacher is necessarily a native speaker.

The present study aimed to present the attitudes of EFL graduate learners towards native and non-native English language teachers and to find out why they have such views in an EFL context, namely Jordan, which has not been explored in terms of the relevant issue so far. The study also investigated the perceptions of Jordanian teachers about their strengths and weaknesses as English language teachers.

1.1 Statement of the Problem

There is a controversy among educational scholars about the efficiency of English language teachers. Some of them advocate the native English language teachers and give them preference to non-native ones. This situation indicates the existence of a pedagogical problem. Therefore, the researcher decided to investigate this issue by delving into graduate students' and teachers' attitudes about whether native English language teachers or non-native English language teachers make better language teachers and whom they prefer and why.

1.2 Objectives and Questions of the Study

This study examines the views of graduate Jordanian students and the perceptions of Jordanian English language teachers in some schools in Amman.

To achieve these goals, the study attempts to address the following questions:

- 1) What are the views of Jordanian graduate students towards native and non-native English language teachers?
- 2) Why do Jordanian graduate students hold these views?
- 3) What are the views of Jordanian English language teachers towards native and non-native English language teachers?

1.3 Significance of the Study

This is a very recent and relevant area of study. Researchers only began investigating issues related to nonnative English-speaking teachers in the 1990s and studies of ESL/EFL students' and teachers' attitudes became visible in the literature at the start of the twenty-first century. Research on native and non-native English language teachers has become important recently. There is a real deficiency in the literature about students' attitudes regarding native and non-native English language teachers in Jordan.

The findings of this study may help inform teachers of the attitudes held by their students and provide the stimulation to reflect on their own experiences as EFL teachers. Thus, if the students' current attitudes are better understood, researchers, administrators, and teachers will more accurately know the beliefs that the students bring to the classroom and can better know what types of activities, conversations, or possibly workshops that could challenge these current beliefs.

1.4 Limitations of the Study

This study has been conducted in some public and private universities in Amman, Jordan during the academic year 2010\2011. Results of the study are limited to a sample of 100 Jordanian graduate students and five Jordanian English language teachers. Consequently, the findings cannot be generalized to all graduate students and all Jordanian teachers.

1.5 Definition of Terms

Attitudes

An attitude is a hypothetical construct that represents an individual's degree of like or dislike for an item. In this study, attitudes are generally positive or

negative views of students and teachers towards native and non-native English language teachers.

Native Teacher

This refers to an English language teacher whose first language is English.

Non- Native Teacher

An English language teacher whose first language is not English. In the Jordanian setting , English is taught as a Foreign Language and the teacher's first language is Arabic.

Jordanian Graduate Students

Students who pursue their Masters or PhD degrees in different majors at five Jordanian public and private universities.

Jordanian Teachers

Teachers who teach English as a foreign language in Jordan.

Chapter Two

Review of Literature

2.0 Introduction

This chapter consists of theoretical literature and empirical investigations related to Jordanian students' and teachers' attitudes towards native and non-native English language teachers. The theoretical literature discusses the definition and the issue of native and non-native English language teachers from different linguistic perspectives. It also discusses some characteristics of the nonnative English language teachers. As for the empirical part, the researcher reviews some studies that have investigated students' attitudes towards native and non-native English language teachers. It also investigated teachers' attitudes towards them.

2.1 Review of Native and Non-native Theoretical Literature

2.1.1 Review of Literature Related to Native and Non-native English

Language Teachers

There are many different notions of the terms native and non-native speakers of English. Thus, in the context of this study, a native speaker of English is someone who has learned English as first language in childhood.

That means being a native speaker of a language is a fact which cannot be

changed afterwards in life through training or learning, (Cook, 1999). This implies that nobody can ever become a native speaker of another language than the first one learned. Nevertheless, people can be native speakers of two or more languages when they have acquired both languages early in childhood. Those people are called bilinguals.

Non-native speakers of a language, on the other hand, are people who have learned this particular language as second or third language, but have a different language as native language. Even with lifelong practice L2 can never become one's native language. Medgyes (1999) stated that, "native speakers have acquired English", while "non-native speakers [...] are still acquiring" (p. 179)

Paikeday (1985) was the first to put '(non-nativism)' onto the centre stage of linguistic inquiry by challenging current undisputed assumptions on the matter. He argued that the native speaker "exists only as a figment of linguist's imagination" (p. 12). Paikeday suggested using the term 'proficient user' of a language to refer to all speakers who can successfully use it.

In this regard, Rampton (1990) believed that "being born into a group does not mean that you automatically speak the language well. Many native speakers of English can't write or tell stories, while many non-native speakers

can" (p. 18). Ownership of language is not necessarily equal to language competence.

The dichotomy between native and non-native was created at the Commonwealth Conference on the Teaching of English as a Second Language held in Macarere, Uganda, in 1961. This controversial tenet, stating that the ideal English teacher is a native speaker, provoked scholars to question its validity. In response to this view, Phillipson (1992) saw the notion that native speakers are "ideal teachers" or "better qualified" than nonnative teachers as false, and labeled this notion the "native speaker fallacy" (pp. 193-194). Phillipson's term "native speaker fallacy" was coined as a result of this tenet and has been quoted widely. He argued that non-native English language teachers can be trained to gain abilities that are, according to the tenet, associated with native English language teachers (i.e., fluency, correct usage of idiomatic expressions, and knowledge about the cultural connotations of English).

Medgyes (1992), while maintaining that native teachers have an advantage because of their high proficiency in the target language, argued that non-native teachers also have an advantage in serving as a good learning model. He also argued that non- native teachers, in addition to speaking the learners'

L1, are able to share the difficulties they experienced and their learning strategies with learners.

Widdowson (1994) argued that native teachers have an advantage in the “context of language use” but not necessarily in the “context of language learning” (p. 387)

Ever since the assumption of native speakers’ superiority has become a controversial issue in the field of English Language Teaching (ELT), much research has been conducted to explore the issue of native and non-native English language teachers’ dichotomy in language teaching. A colloquium organized by George Braine at the 1996 Teaching English to Speakers of Other Languages (TESOL) Convention, where non-native English language teachers expressed their experiences of unfair treatment due to lack of native speaker status, was well received by other non-native English language teachers. This successful colloquium led to subsequent presentations and publications on the issue, which had not been publicly discussed until then (e.g., Braine 1999; Medgyes 1992, 1994). As a result, the issue of Non-native English Language Teachers (NNT) has developed as an emerging field of research. The non-native English language teachers Caucus in TESOL was established in 1998.

Liu (1999) finds that the advantages and disadvantages of native and non-native English language teachers are complex and context dependent.

2.1.2 The Non-native English Language Teachers

Since the majority of English language teachers in the world are nonnative English-speaking teachers, it is not surprising that contemporary researchers' attention has been drawn to a broad range of issues regarding non-native English language teachers. One of the issues discussed recently by researchers involved the features of non-native English language teachers. In contrast to what many ESL/EFL institutions and learners believe about the shortcomings of non- native English language teachers, recent research has revealed that

non- native English language teachers actually enjoy many advantages.

Although the number of nonnative speakers of English is now greater than that of native speakers the issues surrounding non- native English language teachers today did not emerge until relatively recently. Some of the first reflections regarding the differences between native and non-native speakers came in the eighties.

Edge (1988), for example, wrote a short article to advocate the importance of giving “real” models (non-native English language teachers) to the EFL students. These “real” models speak the language of the students natively and

have learned to speak English well, as opposed to the “foreign” models (native English language teachers), who do not share the cultural, social, and emotional experience of the students.

The term non-native English language teachers has created a division among professionals in the English language teaching profession. Supporters of the term believe that it is necessary to distinguish between native and non-native English speaking teachers because their differences are, in fact, their strengths and should be recognized.

It is not until the early nineties that Medgyes wrote the first article (1992), and then a book (1994) that thoroughly discussed nonnative speakers of English. He argued that both native and nonnative speakers of English could be successful ESL/EFL teachers. Medgyes stated that 1) The ideal native English language teacher is the one who has achieved a high degree of proficiency in the learners’ mother tongue. 2) The ideal non-native English language teacher is the one who “has achieved near-native proficiency” in English. (pp. 348-349)

In his book, Medgyes (1994) noted that an ideal native English language teacher should possess a high degree of proficiency in the learner’s mother language. He discussed the differences between native and non-native English speakers’ use of English, general attitude, attitude to teaching language, and

attitude to teaching culture. In terms of their use of English, he noted that native English language teachers use real English and use it more confidently compared to non-native English language teachers. In a discussion about non-native English language teachers' advantages and disadvantages, Medgyes described six positive characteristics: 1) They provide a good learner model to their students; 2) They can teach language strategies very effectively; 3) They are able to provide more information about the language to their students; 4) They understand the difficulties and needs of the students; 5) They are able to anticipate and predict language difficulties; and 6) In English as a foreign language settings, they can use the students' native language to their advantage. Medgyes then explained that if the language 'deficiencies' of the non-native English language teachers are remedied, native and non-native English language teachers have equal chance to achieve professional success.

Medgyes (1996) had already proposed a kind of principle "the more proficient in the learners' mother tongue, is the more efficient in the classroom" (p. 41). He provided two reasons why non- native English language teachers benefit from their ability to use the students' mother tongue. First, the mother tongue is the most genuine tool of communication between non- native English language teachers and their students in the monolingual

classroom.' Second, the native language proved to be a powerful teaching/learning tool in many situations.

Phillipson (1996) considered non-native English language teachers to be potentially the ideal ESL teachers because they had gone through the process of acquiring English as an additional language. They have first-hand experience in learning and using a second language, and their personal experience has sensitized them to the linguistic and cultural needs of their students. Many non-native English language teachers, especially those who have the same first language as their students, have developed a keen awareness of the differences between English and their students' mother tongue. This sensitivity gives them the ability to anticipate their students' linguistic problems.

The issue of accent has often been the cause of employment discrimination practices in ESL programs in the United States and other countries. Lippi-Green (1997) found that teachers with nonnative accents were perceived as less qualified and less effective and were compared unfavorably with their native English speaking colleagues. He referred to this questioning of teachers' ability and credibility based on their accent as a form of linguistic discrimination.

However, non-native English language teachers do have some shortcomings which are basically connected to their status as nonnative speakers of English. Theoretically speaking, Medgyes (1999) observed that language competence is the point at which non-native speakers are inevitably handicapped. Medgyes conceded that only a minority can reach near-native speaker's competence; he believed that nonnative speakers' language competence is limited and that they can never use second language like those who were born to the language.

Thomas (1999) indicated that learners can identify themselves more with a non-native English language teacher and take him/her as their model in their language learning process.

Thomas also claimed that nonnative English-Speaking teachers are not only familiar with their students, they also offer a great contribution to the field and "bring something unique to the [English as a second language] (ESOL) profession" (p. 12). Thus, the non-native English language teacher represented the ideal language learner who accomplished learning English and became a professional to teach it to other non-native speakers of English.

Furthermore, she stated that non-native English language teachers are "role models; they are success stories; they are real images of what students can aspire to be." (p. 12). Building on similar points, Thomas argued that in the

field of ESOL teaching, "non-native English language teachers need to be the "rule" not "exception" (p. 12).

Cook (1999) believed that a non-native English language teacher represents a good learner model because he/she has reached a stage of language proficiency where students plan to reach.

Cook (2001) indicated that code-switching is another positive feature that non-native English language teachers enjoy in the classroom. He emphasized that using learners' first language should not be totally banned in the classroom. Rather, he claimed that using the first language is of a great value: "Treating the LI as a classroom resource opens up several ways to use it, such as for teachers to convey meaning, explain grammar, and organize the class, and for students to use as part of their collaborative learning and individual strategy use. The first language can be a useful element in creating authentic L2 users rather than something to be shunned at all costs." (p. 402).

One of the arguments in his article is that although non-native English language teachers may have a slight disadvantage linguistically in the target language, they are far more prepared pedagogically than native English language teachers. Cook believed this is because non-native English language teachers have been students of the target language themselves. Due to sharing the same L1 like the students, non-native English language teachers may also

be more aware of students' errors occurring as a result of the manner and amount the students' L1 is affecting their understanding and production of the L2. Cook, however, warned against the detriment of making too much use of the L1 in the classroom, confirming that it is the teacher's "duty to provide as much input in the L2 as possible simply because the class may be the only time when students encounter the L2 and in particular when it is actually being used for real classroom functions" (p. 59).

Llurda (2004) claimed that with the spread of English as an international lingua franca, non-native English language teachers "will be in optimal positions to lead their students into the realm of EIL (English as an International Language), (p. 318)

2.2 Review of Empirical Studies

This part deals with the experimental studies that focused on students' and teachers' attitudes towards native and non-native English language teachers. The first part discusses students' attitudes towards native and non-native English language teachers. In the second part it reviews the attitudes of teachers towards them.

2.2.1 Attitudes of ESL/EFL Students Towards Native and Non-native English Language Teachers

Medgyes (1994) conducted an international survey to examine native and non-native English speaking teachers working in ten countries to determine their success in teaching English, their language competence and teaching practice. He hypothesized that 1) native English language teachers and non-native English language teachers differ in their language competence and teaching practice; and 2) that the discrepancy in language competence accounts for most of the differences found in their teaching practice. A survey questionnaire was circulated among 216 native and non-native teachers working in 10 countries. The survey revealed that 68% of the respondents perceived differences between native and non-native teachers of English in the way they teach and only 15% saw no differences. Medgyes compared the two groups' success and concluded that the two groups had an equal chance of success as English language teachers. The only area in which the non-native English language teachers seemed to be less qualified, which was English language proficiency, was also one that gave them a certain advantage over native speakers as compared to their native-English-speaking colleagues who can be good language models for their students. He concluded that non-native English language teachers can be good learner models, having gone through the experience of learning English as a second (or third or fourth) language.

He found some differences between the two groups in terms of attitudes towards teaching and communication skills. His study showed that while native speaker teachers were preferred for pronunciation, speaking, vocabulary skills and cultural issues, non-native teachers were preferred for grammar. In this study, participants expressed that native speaker teachers' teaching styles could have an adverse effect on them because they were not meticulous about errors unless they hinder communication. Students also thought that native speaker teachers were less strict than non-native speaker teachers.

Reves and Medgyes (1994) conducted an international survey of 216 native and non-native EFL/ESL English teachers from ten countries based on Medgyes survey (1994). They explored students' attitudes towards their non-native English language teachers. They found that vocabulary and fluency are among the areas of difficulties which affect non-native English language teachers' performance. As for vocabulary, Reves and Medgyes believed that some non-native English language teachers have problems with the English vocabulary items due to the different meanings that each English word involves. Regarding the second area of difficulty, the authors stated that there are some negative aspects of some non-native English language teachers in

terms of oral fluency such as hesitance to speak and low speech rate. They confirmed the following three hypotheses:

- 1) Native and non-native English language teachers differ in terms of their teaching behaviors.
- 2) These differences in teaching practice are mainly due to their differing levels of language proficiency.
- 3) Their knowledge of these differences affects the non- native English language teachers' 'self-perceptions and teaching attitudes'.

They found that non- native English language teachers acknowledge their distinguished important role as non- native English language teachers in the English education; though, they have a poorer self-image due to their awareness of English-language deficiency. They suggested that 'frequent exposure to authentic native language environments and proficiency-oriented in-service training activities' may improve their difficulties in the targeted language, and it will lead to building up their self-confidence. The study showed that the perpetual fear of non-native teachers of their students' judgment made the participating 216 non-native English language teachers feel constantly self-conscious of their mistakes.

Liang (2002) conducted a study at California State University, USA. She investigated 20 ESL students' attitudes towards the accents and speech of six ESL teachers; five non-native English language teachers and one native English language teacher. In this study, the students were asked to listen to short audio recordings of their teachers and then rank the teachers' accents according to a scale of preference. The researcher collected the data via questionnaires that also contained questions related to students' background and beliefs about teaching, in addition to their rankings and preferences. Her analysis of data revealed that students rated pronunciation/accent in teachers' speech as very important, but that such ratings did not result in negative attitudes toward non-native teachers. The results in this study showed that the students held generally positive attitudes toward these teachers and believed that pronunciation/ accent was not as relevant as they had first thought. Further, personal and professional features, such as 'being interesting', 'being prepared', 'being qualified', and 'being professional', played a role in the students' preference for teachers.

Moussu (2002) explored students' initial feelings and expectations when taught by a non- native English language teacher. Survey and interview data collected from 84 IEP students aged 17-21 from various countries and four non-native English teachers from Japan, Argentina, Ecuador, and Switzerland

indicated that the student participants perceived learning from non- native English language teachers positively from the beginning. He concluded that 79% expressed respect and admiration for their non-native native English language teachers. Time and exposure to non- native English language teachers resulted in even more positive attitudes.

Cheung (2002) investigated the attitudes of university students and teachers towards native and non- native English language teachers and their perceptions of their strengths and weaknesses in Hong Kong. Data from a survey of 420 undergraduate students majoring in various subjects and from interviews with 10 students from three universities and 22 mostly expatriate English language teachers from six universities in Hong Kong suggested that both students and teachers believed that native and non-native English language teachers had different strengths. They thought of the former as having high proficiency in English, which they were capable of using functionally, and as being knowledgeable about the cultures of the countries where English is spoken. The participants believed that the latter were empathetic to second-language learners' needs and knowledgeable of students' cultures and of English grammar.

Mahboob (2004) examined students' perceptions of non- native English language teachers. He used the novel and insightful 'discourse analytic'

technique, asking 32 students enrolled in an intensive English programme to provide written responses to a cue that solicited their opinions on native and non-native language teachers. The students' comments were classified according to linguistic factors (oral skills, literacy skills, grammar, vocabulary, culture), teaching styles (ability to answer questions, teaching methodology), and personal factors (experience as an ESL learner, hard work, affect). The analysis of these comments showed that both native and non-native English language teachers received positive and negative comments. In the case of non-native English language teachers, experience as an ESL learner earned the most number of positive comments, followed by grammar, affect, oral skills, methodology, hard work, vocabulary, culture, ability to answer questions, and literacy skills. Non-native English language teachers received negative comments with regard to oral skills and culture.

Benke and Medgyes (2005) surveyed 422 Hungarian students to explore ESL/EFL learners' judgments of native and non-native English language teachers' characteristics and teaching behaviors. The instrument was a questionnaire consisting of a five-point Likert scale questions with statements about native English language teachers and non-native English language teachers based on Medgyes' (1994) list of characteristics of native and non-native English language teachers. Results of the study indicated that

participants showed no bias against non- native English language teachers. They judged non- native English language teachers to be just as capable, equally patient, but also more demanding, thorough and traditional in the classroom than their native speaker “colleagues, who were more outgoing, casual and talkative” (p. 204). Participants believed that non- native English language teachers were better at explaining grammar, vocabulary, and translation, and that native English language teachers were better at pronunciation and at using colorful language.

Moussu and Braine (2006), in a longitudinal study, investigated the attitudes of ESL students enrolled in an intensive English programme at a university in the USA. In this 14- week long quantitative study, the participants were asked to respond to a questionnaire twice: once at the beginning and the other one at the end of the semester. Over the 14-week semester, three separate sets of interviews were also conducted with six students. Analysis of the data showed that most students had a positive attitude at the beginning of the semester, based mainly on their experiences with non-native English teachers in their own countries. The students’ attitudes towards these teachers became markedly more positive by the end of the semester. Variables such as the native language of the students and the native language of the teachers were found to influence the students’ attitudes.

2.2.2 Teachers' Attitudes Towards Native and Non-native English Language Teachers

Several scholars have asked non-native teachers, student-teachers, and teacher educators directly for their opinions and self-perceptions of their strengths and weaknesses. For example, Reves & Medgyes (1994) conducted a study that showed that the perpetual fear of their students' judgment made the participating 216 non-native English-speaking EFL teachers feel constantly self-conscious of their mistakes. According to Reves & Medgyes' participants, this 'self-discrimination' has often led to a poorer self-image, which further deteriorates language performance, which, in turn could lead to an even stronger feeling of inferiority. This point of view may seem extreme, and yet other language teachers, new teachers of all languages, or any teacher with poor self-esteem, might experience similar feelings. It is interesting to notice, however, that it seems acceptable for native English language teachers to make some occasional mistakes while teaching, or not to know all the details about the English language.

Amin (1997) interviewed five women, nonnative and native speakers of other Englishes (such as Indian English) about their teaching experiences in Canada.. These five women believed their students thought that only Caucasian teachers could be native speakers of English. They also believed that only Caucasian native speakers of North American English could know

“real” and “proper” English. Consequently, those teachers felt constantly judged and compared with native, white, teachers.

In another study about self-perception, Samimy & Brutt-Griffler (1999) investigated how seventeen non-native English-speaking TESOL graduate students perceived themselves as future non- native English language teachers. The study employed Medgyes’s questionnaire and very similar research questions. Apart from the questionnaire, the data were also gathered through classroom discussions, interviews and autobiographical accounts of the respondents. While all the participants were currently students in a TESOL program, several of them were, or had been, teaching ESL or EFL for a number of years. The respondents seemed to be aware that factors such as the age and level of the students, the goals and objectives of the program, and the personality and teaching skills of the teachers made a significant difference in how successful a teaching/learning experience could become. Participants felt that it was sometimes harder for them to feel qualified and appreciated in an ESL context, where their competencies are more often questioned. In contrast, they thought it easier to see themselves as role models ‘in social, cultural, emotional, or experiential terms’ and to be valued and respected as professionals when teaching in their own countries. The authors’ conclusions supported those of Medgyes’s, as they observed that 88% of the participants

saw differences between native and non-native teachers in their teaching of English, but there was also widespread agreement on the fact that their linguistic and cultural gaps did not hinder the latter in their everyday work. Once again, native speakers were seen as more fluent and more self-confident users, whereas non-native teachers were more aware of students' needs and the role played by negative transfer in the building of their inter-language. Once again, to the question "Who do you think is more successful in teaching EFL?" the majority of the participants (58%) in Samimy and Brutt-Griffler's study chose the "both" option, 24% the "non-native" one, and 12% responded "natives", a similar tendency to the one observed in Medgyes's survey.

Liu (1999) investigated the thoughts and perceptions of both ESL faculty members as well as graduate students and international teaching assistants at a large Midwestern university. The teachers in Liu's (1999) study expressed their difficulties in defining themselves as native or nonnative speakers of English, since their own definitions did not always match that of the students. For example, one of the teachers, who was from Korea, had immigrated to the US while still a child and consequently identified himself as a native speaker of English. His Asian appearance, however, made his students identify him as a non-native English language teacher. The Korean teacher felt that his students always looked at him "with a mixture of surprise, skepticism, and

disappointment” (p. 171) when he told them that he was a native speaker of English.

Regardless of their nativeness or non-nativeness, all the respondents to Liu’s (1999) study agreed that it is “the teacher’s professional training, linguistic and sociolinguistic competence, understanding of the students’ needs, continuous encouragement of students’ efforts, and the realistic expectation of students’ progress that ultimately constitutes a good ESL professional” (p. 174). It seems that native English language teachers might not believe their non-native English language teachers’ colleagues to be as incompetent as program administrators or the non-native English language teachers themselves may think.

Maum (2003) also asked 80 teachers about their beliefs and experiences as native and nonnative ESL teachers in adult education using a questionnaire. Her study showed that non-native English language teachers more than native English language teachers found the ESL teachers’ cultural and linguistics’ background to be very important, and also that including cross-cultural issues into the teaching of ESL had much value. Interviews with native and non-native English language teachers also revealed that both groups of teachers see their role as ESL teachers quite differently, based on their perceived strengths and weaknesses and their own language learning experience. Surprisingly, the

native English language teachers in this study were not aware of any discrimination taking place against non- native English language teachers, while the non- native English language teachers clearly expressed their frustration towards their isolation and “marginalization in the profession” (p, 162).

In a very different context (Spain), Llurda & Huguet (2003) asked 101 non-native English speaking EFL teachers in primary and secondary schools about their perceived language skills, pedagogical skills, and views on issues related to the native–non-native teacher debate. Teachers in primary schools believed that they were very proficient in reading comprehension and knowledge of grammar rules. Secondary teachers, on the other hand, believed that they were very proficient in reading comprehension and listening comprehension. Additionally, secondary teachers perceived their English skills as overall higher than those of primary teachers. Secondary teachers perceived their English skills as overall higher than those of primary teachers, and they held a more critical position regarding the native–non-native teacher debate, expressed through a more supportive attitude towards non-naive teachers and a lower dependence on the native speaker as the ultimate model in language teaching.

Summary

From the previous theoretical and empirical background, it could be noticed that the native/non-native issue had raised a controversy among researchers. Added to that, the concept of students' and teachers' attitudes towards the native and non-native English language teachers had been the interest of many scholars in the world, but there is a shortage of studies in Jordan about it. This chapter helped the researcher in designing her own study.

Chapter Three

Method and Procedures

3.0 Introduction

This chapter presents the research methodology adopted in this study and gives information about the population, the sample and the instruments. It also describes the validity and reliability of the instruments. It finally describes data collection procedures and gives information about the research design and statistical analysis.

3.1 Population and Sample of the Study

The population of this study includes graduate students in public and private universities in Amman, Jordan. From this population a convenience sample of 100 graduate students from two public and three private universities in Amman, Jordan had been selected to respond to the questionnaire. Only ninety three questionnaires were filled out and returned by the participants. Table 1, (p. 33) shows the demographic background data of the students which included gender, age, academic degree, occupation, academic specialty and the universities they attended. The choice of students was based on the belief that students at this level are relatively more able to express their views than

other students in lower grades. All of the participants had also studied English as a foreign language. The demographic characteristics of the students' sample are shown in Table 1.

Table 1:- Students' Sample Distribution

Frequency	Category	Item
49	Male	Gender
44	Female	
47	24-29	Age
34	30-36	
10	37-43	
2	44 and more	
22	Student	Occupation
9	Teacher	
38	Employee	
24	Other	
91	Arabic	Mother Tongue
2	English	
0	Other	
84	M.A	Enrolled in Academic Degree
9	PhD	
28	English	Academic Specialisation
6	Arabic	
59	Others	
8	University of Jordan	University
10	German Jordanian	
3	Petra University	
47	Middle East University	
25	Amman Arab University	

In the target sample, it was noticed that the students were 49 males and 44 females with ages that range between 24 - 44 years and more. The students had different occupations and academic specialisations. The majority of the students, 90.3%, hold Master Degrees and 9.7% hold PhDs.

Another sample was used in the Semi-structured interviews. Five non-native English language teachers were interviewed to discuss their attitudes about native and non-native English language teachers. The interviewed teachers were also selected upon their availability and agreement to participate. The demographic background information included data such as gender, age, academic degree, years of experience and mother tongue language. The teachers were two males and three females with ages that range between 25 -49 years and more. Three of them hold B.As, one holds an M.A, and one with a PhD degree. They have teaching experience of two to twenty six years and more. All of them were non-native speakers of English. The demographic characteristics of the teachers' sample are shown in Table 2, (p. 35).

Table 2: Teachers' Sample Distribution

Frequency	Category	Item
2	Male	Gender
3	Female	
1	25-30	Age
0	31-36	
2	37-42	
1	43-48	
1	49 and more	
3	B.A	Academic Degree
1	M.A	
1	PhD	
0	Other	
0	1-5	Years of Teaching Experience
1	6-10	
1	11-15	
2	16-20	
0	21-25	
1	26 and more	
5	Arabic	Mother Tongue Language
0	English	
0	Other	

3.2 Instruments of the study

In this study the researcher used two instruments:

- 1) Students' questionnaire
- 2) Interviews with non-native EFL teachers.

3.2.1 Students' Questionnaire

The questionnaire (See Appendix D, p. 87) is the main instrument used by the researcher to collect the data. The questionnaire consisted of four parts with items extracted from instruments used in previous studies such as Medgyes (1994), Reves and Medgyes (1994), Eszter Benke and Peter Medgyes' (2005) and Moussu (2006). Some items were modified and other ones were added to make the questionnaire relevant to the Jordanian students studying English as a foreign language.

The first part of the questionnaire required obtaining demographic data such as gender, age, level of education, academic specialisation and the age at which they started to learn English.

The second part consisted of statements that examined the students' attitudes towards native English language teachers. The third part of the questionnaire included statements that solicited students' attitudes towards the non-native English language teachers.

The fourth and last part of the questionnaire included an open-ended question in which students listed their reasons for preferring a native or a non-native as their English language teacher.

A five-point Likert scale was used for the subjects' responses on the statements. Each statement gave five options:

- 1- Strongly Agree 2- Agree 3- Neutral
4- Disagree 5- Strongly Disagree

The questionnaire was presented to students in English and Arabic. Useful guidance and help was given through the whole process. (See Appendix: D, p.87) and (Appendix: E, p.94). One hundred copies of the questionnaire were distributed to graduate students enrolled in two public and three private universities in Amman, Jordan. However, 93 questionnaires were filled out and returned to the researcher. Fifty three copies were filled in English and forty copies in Arabic. In administering this questionnaire, the researcher used the delivery and collection method.

3.2.1.1 Validity of the Instruments

To insure the validity of the questionnaire and the Semi-Structured interview questions, the researcher sent a validation letter to a panel of experts who are professors of English and TEFL specialists. They were asked to examine the face and content validity of the designed questions (See Appendices B&C, p: 85&86). They were asked to review the phrasing, suitability, thoroughness, and ease of use of the questionnaire and interview questions.

The jurors noted that the questionnaire was convenient to the purpose of the study. Some changes were made in the wording of some statements; few statements were deleted and others were added.

Hence, the final copy of the questionnaire was developed and distributed to the subjects of the study.

3.2.1.2 Reliability of the Questionnaire

The researcher used a test-retest device to measure the reliability of the instrument. Ten students who were excluded from the main sample were selected to respond to the items of the questionnaire. After one week, it was administered again for the second time and the results showed consistency in the answers.

3.2.2 Semi-Structured Interviews with EFL Teachers

The researcher used this tool because it is considered one of the most important techniques in gathering qualitative data. To elaborate, a major advantage of the interview is that the researcher can get more information that the questionnaire may not present. They could provide data that is more reliable. The researcher introduced herself and explained the purpose of the

interview in order to alleviate the tension of the participants and gain their trust.

The researcher started by asking questions to collect demographic data about the participants. Then, she started interviewing a number of teachers informally by asking them "open-ended questions" in order to form a clear idea about the EFL teachers' views. A list of four questions was prepared to interview the English language teachers who teach different levels. The questions aimed at exploring their views about native and non-native English language teachers' advantages and disadvantages, how they see themselves and if they can recognize their strengths and weaknesses as non-native English language teachers and the hiring criteria they would adopt if they were to hire English language teachers. (See Appendix F, p: 99)

The interview questions were also validated by the same panel of experts who validated the questionnaire.

3.3 Design of the Study and Statistical Analysis

This study employed a mixed method approach. A quantitative approach using questionnaires was administered to students to gather data from a convenience sample of 100 participants from public and private universities in Amman, Jordan. The questionnaire sought graduate students' attitudes

towards their native and non-native English language teachers. A qualitative approach was used by conducting Semi-Structured Interviews with English language teachers to explore their attitudes and views about the native-nonnative English language dichotomy.

The collected data were recorded, analyzed and interpreted; the researcher placed the answers in tables with means and percentages of students' responses and attitudes. Then these tables were numbered and given titles. The analyses covered three areas: Students' attitudes towards native English language teachers, students' attitudes towards non-native English language teachers and students' reasons for having such attitudes. The researcher depended on simple arithmetical procedures such as frequencies, percentages and statistical means in analyzing and interpreting the data. Furthermore each table was followed by a commentary that highlighted significant aspects of the findings that drew the readers' attention to important issues.

Procedures of the Study 3.4

1. After choosing the topic of the study, the researcher read a number of previous studies related to native and non-

native English language teachers, students' attitudes towards them and these teachers' self perceptions.

2. The researcher identified the population and selected the samples on which the instruments were applied.
3. The researcher then put up the questions of the current study depending on previous studies, and thus the dimensions of the study were established. Then a questionnaire was designed, questions of the interviews were also prepared.
4. Validity and reliability of the designed questionnaire and interview questions were verified.
5. Letter of permission was obtained from the Middle East University to facilitate the research and to administer the questionnaire and conduct the interviews.
6. The questionnaire was distributed and collected by the researcher in the second semester during March, 2011. A cover letter, which explained the purpose of the study and the official approval to carry out this study, was sent to the respondents.

7. The researcher interviewed the chosen teachers for the study in the second semester during March, 2011. Their answers were written down by the researcher.
8. After that the raw data taken from the questionnaire and interviews were recorded, analyzed and interpreted; the researcher recorded the questionnaire returns by using a summary sheet recording the questions one by one.
9. The results were presented by using simple tables each of which had a title and a number, and each table was followed by a commentary highlighting items of interest.
10. The researcher analyzed the results by using simple arithmetical procedures such as frequencies, percentages and means.
11. Finally, the researcher interpreted the information to find out whether the results agree or disagree with previous studies referring to the review of literature.
12. The main conclusions that could be drawn from the findings were presented briefly and simply.

13. The researcher presented recommendations and suggestions for future studies.
14. The list of references was written in alphabetical order using the APA style.

Summary

This chapter overviewed the methodology used in this study. It gave information about the population, the sample and how the participants were selected. It also described the instruments, the design of the study, the statistical analysis and the procedures used in the study.

Chapter Four

Results of the Study

4.0 Introduction

This chapter reports the findings of the three questions raised in the study. While the findings of the questionnaire are illustrated in tables, the results of the open-ended question and the semi-structured interviews are described and narrated. The study tried to answer the following three questions:

- 1) What are the views of Jordanian graduate students towards native and non-native English language teachers?
- 2) Why do Jordanian graduate students hold these views?
- 3) What are the views of English language teachers towards native and non-native English language teachers?

4.1 Results of Question One

What are the views of Jordanian graduate students towards native and non-native English language teachers?

The level of agreement of students' attitudes towards native English language teachers was determined by the following equation:

Interval Width = maximum point – minimum point \ number of levels.

$$= 5 - \sqrt{3} = 1.33$$

- Low level of attitude = from 1 to 2.33
- Medium level of attitude = from 2.34 to 3.67
- High level of attitude = from 3.68 to 5

To answer the first question, the participants were asked to indicate their level of agreement with 46 items, 23 items were related to their attitudes towards native English language teachers while another 23 items were concerned with students' attitudes towards non-native English language teachers. The Likert scale that consisted of five points: Strongly agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1. Table (3) below indicates the results of the first part of the first question. The statements are ordered in accordance with their means from the highest to the lowest.

Table 3: Means and Percentages for Students' Attitudes Towards Native English Language Teachers

Level of agreement	Percentage	Mean	Items -- I believe that the native English language teacher.....	No
High	91.6	4.58	speaks English fluently.	1
High	87.6	4.38	can correct students' pronunciation.	2
High	86.2	4.31	can pronounce naturally and accurately.	3
High	86.2	4.31	encourages students to speak more English in class.	4
High	85.4	4.27	speaks too fast.	5
High	83.4	4.17	focuses primarily on speaking skills.	6
High	83.2	4.16	cannot explain the concepts or words in Arabic.	7
High	82.6	4.13	provides extensive information about the culture of English-speaking countries.	8
High	82.4	4.12	is better in teaching reading and vocabulary.	9
High	81.2	4.06	is less sensitive to students' culture.	10
High	80.8	4.04	has too many unfamiliar words in his\her speech.	11
High	80.6	4.03	employs modern teaching methods and techniques.	12
High	76.0	3.80	prepares learners well for the exams.	13
High	75.6	3.78	is not familiar with the students' language problems.	14
Medium	72.0	3.60	treats students equally and fairly.	15
Medium	69.6	3.48	hardly understands students' point of view.	16
Medium	69.0	3.45	is better in teaching writing skills.	17
Medium	65.2	3.26	assigns a lot of homework.	18
Medium	65.2	3.26	is too strict in marking.	19
Medium	62.0	3.10	uses more interesting class activities	20
Low	43.4	2.17	is patient about students' errors.	21
Low	42.6	2.13	assesses students' language knowledge properly.	22
Low	42.2	2.11	relies heavily on the course book.	23

Table 4: The Strength of the Students' Attitudes Towards Native English Language Teachers with the Frequencies and the Percentages

Percentage	Frequency	Rating	
60.9	14	5- 3.68	High
26.1	6	3.67 – 2.34	Medium
13.0	3	2.33 – 1	Low
100%	23	Total	

It can be noticed from Table (3), that the students have a high level of agreement with the first 14 items with a percentage of 60.9% from the total items with a mean that ranges from (3.78 to 4.58). They highly believe that native English language teachers speak English fluently (M= 4.58), can correct students' pronunciation (M= 4.38), can pronounce naturally and accurately (M= 4.31) and encourage students to speak more English in class (M= 4.31). The students also believe that native English language teachers speak fast (M= 4.27), focus primarily on speaking skills (M= 4.17) and cannot explain the concepts or words in Arabic. Statements 15 to 20 show that the level of agreement of students' attitudes towards native English language teachers is medium with a percentage of 70% from the total items and a mean that ranges between (2.4 to 3.65). They believe that native English language teachers treat students equally and fairly (M= 3.60), they hardly understand students' point of view (M= 3.48) and are better in teaching writing skills

(M= 3.45). Furthermore, the items with a low level of agreement are items 21 to 23. The students have a very low level of agreement on the items that showed that English language teachers are patient about students' errors (M= 2.17), assess students' language knowledge properly (M= 2.13) and rely heavily on the course book (M= 2.11).

As shown in Table (4) above, the students' responses have 14 high items with a percentage of 70%, six medium items with a percentage of 26% and three low items with a percentage of 13%.

Summary of the results of question one shows that statement number one ranks the first in terms of its mean, which is (4.58). This statement indicates that students believe that native English language teachers speak English fluently. While statement number 23 ranks last; its mean is (2.11) which indicates that students believe that native English language teachers reliance on the coursebook is very low.

Table (5) below shows the means and percentages of the students' attitudes towards non-native English language teachers. The statements are ordered in accordance with their means from the highest to the lowest.

Table 5: Means and Percentages for Students' Attitudes Towards Non-native English Language Teachers

Level of agreement	Percentage	Mean	Items -- I believe that the non-native English language teacher.....	No
High	89.8	4.49	explains unfamiliar words by using translation.	1
High	88.4	4.42	knows English language grammar very well.	2
High	86.8	4.34	puts more emphasis on grammar rules.	3
High	86.8	4.34	relies heavily on the course book.	4
High	83.4	4.17	uses simple English to explain grammar.	5
High	82.8	4.14	understands students' language problems and difficulties.	6
High	79.2	3.96	is good in teaching writing skills.	7
High	77.6	3.88	compares and contrasts between the grammar of English and Arabic.	8
High	77.6	3.88	is too strict in marking.	9
High	77.0	3.85	prepares learners well for the exams.	10
Medium	72.6	3.63	is not familiar with English culture.	11
Medium	72.0	3.60	corrects students' errors.	12
Medium	72.0	3.60	treats students equally and fairly.	13
Medium	69.2	3.46	assesses students' language knowledge properly.	14
Medium	64.0	3.20	assigns a lot of homework.	15
Medium	63.6	3.18	speaks more Arabic during the class.	16
Medium	63.4	3.17	is co-operative with students.	17
Low	44.8	2.24	uses different class activities.	18
Low	44.6	2.23	focuses primarily on speaking skills.	19
Low	44.6	2.23	teaches all the required skills:(listening, speaking, reading and writing)	20
Low	43.8	2.19	speaks English fluently.	21
Low	42.8	2.14	helps students to develop understanding of the foreign culture.	22
Low	41.6	2.08	teaches reading and vocabulary more efficiently.	23

Table 6: The Strength of the Students' Attitudes Towards Non-native English Language Teachers with the Frequencies and the Percentages

Percentage	Frequency	Rating	
43.5	10	5- 3.68	High
30.4	7	3.67 – 2.34	Medium
26.1	6	2.33 – 1	Low
100%	23	Total	

According to the students, as shown in Table (5) above, they have a high level of agreement with the first ten items with a percentage of 43.5% from the total items with a mean range from (4.49 to 3.85). They highly believe that non-native English language teachers explain unfamiliar words by using translation (M= 4.49), know English language grammar very well (M= 4.42), put more emphasis on grammar rules (M= 4.34) and rely heavily on the course book (M= 4.34). The students also believe that non-native English language teachers use simple English to explain grammar (M= 4.17), understand students' language problems and difficulties (M= 4.14) and compare and contrast the grammar of English and Arabic (M= 3.88). Statements 11 to 18 show that the level of agreement of students' attitudes towards non-native English language teachers has a percentage of 70% from the total items with a mean range between (3.17 to 3.63). They believe that non-native English language teachers are not familiar with English culture (M= 3.63), they correct

students' errors (M= 3.60) and treat students equally and fairly (M= 3.60). The items with a low level of agreement are items 18 to 23. The students have a very low level of agreement on the items that show that English language teachers speak English fluently (M= 2.19), help students to develop understanding of the foreign culture (M= 2.14) and teach reading and vocabulary more efficiently (M= 2.08).

Table (6) above shows that the students' responses have ten high items with a percentage of 43.5%, seven medium items with a percentage of 30.4% and six low items with a percentage of 26% .

Summary of the results of the second part of question one shows that statement number one ranks the first in terms of its mean, which is (4.42). This statement indicates that students believe that non-native English language teachers explain unfamiliar words by using translation. While statement number 23 ranks last; its mean is (2.08) which indicates that students belief that non-native English language teachers teach reading and vocabulary more efficiently (M= 2.08), is very low.

4.2 Results of Question Two

Why do Jordanian graduate students hold these views?

Students' responses to the open-ended question at the end of the questionnaire (See Appendix D, p: 93) show that Jordanian students have their own reasons for preferring either a native or a non-native English language teacher. The results of the second question will be discussed qualitatively.

4.2.1 Reasons Students Listed as to Why They Prefer a Native English Language Teacher

The first more frequently listed reason given by 30 participants is their belief that native English language teachers are better teachers is due to the frequency with which they use English.

Ten students have stated that native speakers of English use the language more in their daily life. Students have listed this as a reason why they are better teachers. Furthermore, native English language teachers are thought to have a stronger linguistic background in English because they have used it all their life. They have been raised speaking English, thus it is more natural for them than non-native English language teachers who generally have learned the language later in life as a foreign language.

The second more frequently listed reason given by (30%) of the students concerns native speakers knowing more than non-native speakers about English in areas such as pronunciation. The native speakers' accent is seen as

correct and more natural by the students. Next, students have listed the cultural knowledge of the native speakers as another reason for considering them to be better teachers and have included comments such as “native speakers grew up in an English speaking culture”. These students feel that this knowledge can never be fully attained by non-native speakers. Five students believe that native English language teachers are better teachers because they can add real-life experiences and thus students can get more than what is in the book. The same number of participants has remarked that students who have a native speaker teacher are better prepared to interact with other native speakers of English in various contexts, because native speakers speak informally and use slang and idiomatic expressions not present in the book. Three of the students have stated that non-native English language teachers are less likely to use idiomatic language, causing the teachers, and also thus the students to be ill prepared to communicate with native speakers of English language.

The next most frequent reason (23%) for preferring native English language teachers is concerned with the depth of the native speakers' vocabulary and their understanding of the contextual use of the vocabulary. Three students commented that native English language teachers are able to tell the students which phrases are more common.

4.2.2 Reasons Students Listed as to Why They Prefer a Non-native English Language Teacher

The majority of the students (74 students) have preferred the non-native English language teachers. They have pointed out that the teachers have a better ability to understand the difficulties students have in learning English because they too have learned it as a foreign language. These students believe it to be a great advantage that the teachers have gone through the same experience of learning English as a foreign language. One student has stated that non-native English language teachers would better know the methods of helping native speakers of Arabic learn English. Another student has stated that non-native English language teachers understand more the entire process of learning a language.

The second most common reason, given by nearly half of the students who believe that non-native English language teachers to be better, is concerned with the ability of non-native English language teachers to relate to the experience of the students because they have gone through it themselves. Therefore, they may understand the feelings of the students such as frustration, anxiety, or embarrassment.

The next reason, given by almost 37 students, is the patience of the non-native English language teachers. Students have commented that non-native English language teachers are more patient and understanding than native English language teachers who may not understand why students are struggling, or how difficult learning English is. The same number of students has commented that non-native English language teachers are more aware of the expressions and words in English because they are idiomatic. The non-native English language teachers' level of awareness of the difficulty in learning these expressions is believed to be higher than that of the native English language teachers. Twenty students have indicated that the fact that non-native English language teachers can use Arabic fluently with the students as an advantage. The teachers can communicate without any problem with the students in their own native language which is Arabic. They can also understand the questions students ask in Arabic when they do not know how to express the question in English.

Twenty students see the fact that non-native English language teachers have the same language and culture background as an advantage. Thirteen students further have included the reason that non-native English language teachers' speech is easier to understand because they do not speak quickly and

do not include much slang. Finally, one student has chosen out the importance of using more Arabic in the class as an advantage.

4.3 Results of Question Three

What are the views of the Jordanian English language teachers towards native and non-native English language teachers?

To answer this question, the researcher conducted semi-structured interviews with five Jordanian English language teachers. See Table 2, (p.35).

The teachers were asked to respond to the following four questions:

- 1) What are the advantages and disadvantages that native English language teachers have?
- 2) What are the advantages and disadvantages that non-native English language teachers have?
- 3) If you were in a position to hire English language teachers what criteria would you follow? Please state them according to their level of importance.

4) What do you think you need more in order to be a better EFL teacher?

List them according to their importance.

Teacher A is a male teacher. He works at a secondary school. He teaches eleventh and twelfth grades. He has been teaching English for 9 years. In response to his opinion of the advantages and disadvantages of native ELTs, the teacher listed areas where he thought native ELTs are better. These areas included pronunciation and vocabulary-exposure to native language and teaching English in everyday context. The teacher also listed areas where native teachers are thought to be less effective. These areas included ignorance of students' cultural background and misunderstanding of certain expressions and connotations of students' expressions.

The same teacher responded to the question about advantages and disadvantages of non-native teachers by listing their advantages. Non native English language teachers' advantages included familiarity with learners' difficult ideas in learners' mother tongue. On the other hand, the teacher said that "The non-native teacher is precisely centered in using the minimum time speaking pure English". The teacher said that non-native teachers have their disadvantages. These include using spoken English less during classes. They concentrate on accuracy rather than fluency which makes students' speaking ability less than those of native teachers.

When asked about the criteria for hiring English language teachers, teacher A believed that the most important criterion for hiring is the teacher's ability to use English in real life situations.

On the fourth and last question, teacher A said that in order to be a better EFL teacher "*it is important to get out of the box and deliver his teaching in the best way he can give*". He also added that an EFL teacher should know different teaching methods.

Teacher B is a female who works as a supervisor of English in a school that has all educational levels from kindergarten up to twelfth grade. She is responsible for training novice teachers who join the school to become qualified ELTs.

In response to the first question, teacher B believes that native ELTs have the advantage of speaking English better as it is their mother tongue. They also find it easy to deal with the courses involved. Their transfer of knowledge and fluency are also much higher.

When the researcher asked teacher B about the advantages and disadvantages of the non-native teacher, she answered that they can deal with the material being taught easier and according to their traditions. As for the disadvantages, teacher B explained that they lack correct pronunciation and fluency in English language. They are not familiar with the English culture

and they sometimes translate everything into their native language, which is Arabic.

On the question of the hiring criteria that she would follow, teacher B answered that she would hire the teacher who has a scientific background, strong personality, with humane characteristics, friendly, patient, sociable and understanding of students needs.

On the needs to be a better EFL teacher, she responded that the teacher should have more exposure to the native language and should also take more training courses related to teaching English language.

Teacher C is a female who holds an M.A degree in English language and literature. She said that native English language teachers have the real accent and are more fluent in spoken English. However, she added that they can't understand the cultural background of the students which makes it difficult for them to teach their students.

About the non-native teacher, she explained that teaching students who speak the same language of the teacher makes non-native teachers more familiar with difficulties these students face or have. They can apply different techniques suitable to their students' needs in learning English language. But she added that non-native teachers are influenced by their mother tongue which weakens their ability to teach English language.

In response to the fourth question, teacher C said that English language teachers need real situations for practicing or using English language to achieve better pronunciation. Teachers also need more training courses in teaching English language.

Teacher D is a male holding a PhD in teaching English methodology. He teaches English language in a community college. The teacher elaborated on the advantages of native ELTs. He said that they are better in pronunciation with a real English accent. They are more competent in teaching speaking and reading. They can give more information about the English culture and can use idioms with ease. They force the students to speak more English as they cannot communicate with the students in their mother tongue.

However, he added that native teachers have their own disadvantages. Their ignorance of the mother tongue of students makes it difficult for them to explain difficult vocabulary as they can't use translation to the student's language. Sometimes, they cannot sympathize with students because they are not familiar with their culture and needs. They also cannot estimate the difficulties the students face in learning a foreign language as they didn't go through learning English as a foreign language themselves. Their speed in speaking English is another disadvantage that makes it difficult for their students to understand them properly or follow their pace in speaking.

On the advantages of the non-native teachers, he said that they are better in teaching writing skills and grammar as they themselves went through the process of learning them before. Using translations is an asset which non-native teachers use to explain difficult words or give instruction to their students. *“Their knowledge of the students’ culture makes them more sensitive to their needs and difficulties in learning a new language”*, the teacher stated.

On the other hand, non-native teachers have their own disadvantages as English language teachers. Teacher D explained that the accent and pronunciation of non-native teachers are not good enough. Using a lot of Arabic in classes doesn’t help students to improve their speaking skill. They are not good enough in explaining ideas related to the English culture and they find it difficult sometimes to use or understand English idioms.

In response to the fourth question, the teacher mentioned that those conditions are to be taken into consideration when hiring an English language teacher:

- holding a degree in English language and teaching
- attending training courses in teaching strategies
- having experience in teaching
- having the ability to control his/her classes

- having a nice, friendly personality

The last question on “What do you think you need more in order to be a better EFL teacher?” he listed the following points:-

- follow up courses in teaching
- read a lot about English culture
- understand students’ needs and difficulties
- co-operate with other teachers of English language especially native teachers and discuss teaching problems and ideas with them
- try to get higher education in teaching English
- be more exposed to English language

Teacher E is a female who teaches English in a private secondary school. She said that native teachers are well qualified to teach English. They have accurate pronunciation and fluency of English language. She added that they use modern methods in teaching.

On the other hand, she said that one of the disadvantages of native teachers is that they cannot communicate easily with students due to their ignorance of the students’ native language. They are also not familiar with students’ habits and traditions.

This teacher believes that the non-native teachers of English have some advantages. They can communicate easily with the students as there is no cultural gap between them. However, they have some disadvantages. They don't have accurate pronunciation; sometimes they can't comprehend idioms or some culturally related expressions. They lack fluency and methodology in teaching English language. Finally, the teacher added that non-native teachers concentrate less on speaking.

In response to the criteria she would follow in hiring English language teachers, the teacher listed these points according to their level of importance.

An English language teacher should have:

- good command of spoken and written English
- good pronunciation and fluency
- good knowledge of teaching methods
- good and clear handwriting
- friendly character (active, motivated, energetic)
- good appearance
- computer skills

On the last question, teacher E said that an ELT “*needs to keep in touch with the language as well as technology*” in order to be a better EFL teacher.

Summary

This chapter presented a thorough analysis for the findings of the quantitative data obtained from Jordanian graduate students by using the questionnaire. The researcher also reported the results of the four open-ended questions which were obtained from five Jordanian English language teachers.

Chapter Five

Discussions, Conclusions and Recommendations

5.0 Introduction

This chapter presents a brief summary and a short discussion of the findings of the three research questions. It also attempts to explain and interpret the results in light of the reviewed literature. The chapter concludes with recommendations and suggestions for future research.

5.1 Discussion of the Findings of Question One:

1. *What are the views of Jordanian graduate students towards native and non-native English language teachers?*

Results of the first question reported in Table 3, (p.43) show both positive and negative attitudes towards native English language teachers. For example, items 1,2,3 and 8 show that students believe that native teachers of English are the best with regard to fluency in speaking English, accuracy of pronunciation, accent and provision of information about English culture. This is because English is their mother tongue and they are brought up in English speaking countries. These results agree with Medgyes (1994) who believes that native English language teachers are real language models, they are preferred for

pronunciation, speaking, vocabulary skills and cultural issues. The perceptions of the participants regarding the target language culture confirm the results of previous studies (i.e. Benke and Medgyes, 2005 and Mahboob, 2004). All participants in this study believe that it is more appropriate for ESL and EFL learners to take language culture courses with native English language teachers simply because they are more aware of and familiar with the different aspects of their own culture. This result is in line with Liang (2002) and Cheung (2002) where students thought of native English language teachers as having high proficiency in English language, capable of using it functionally and as being knowledgeable about the cultures of the countries where English is spoken.

Results reported in Table 3, (p.43) item four indicate that students believe that native English language teachers encourage them to speak more English in class, which helps them acquire the language better. Similarly, item nine as shown in Table 2, (p.33), indicates that the respondents believe that native English language teachers are better teachers of vocabulary and reading. This is because they use their English language natively. This notion is supported by Medgyes (1994) whose study reveals that native teachers are better in teaching oral skills, vocabulary and reading. In this study as in Medgyes's,

native English language teachers are also found to use more interesting activities and modern teaching methods.

On the other hand, students believe that native teachers have their disadvantages; these include speaking English language fast. Students sometimes find it difficult to follow or understand what they say.

Interestingly, this opposes the idea that students want to learn real English from native teachers but without speaking fast. Students also believe that native English language teachers cannot explain the concepts or words in Arabic; thus they cannot help the students understand these concepts easily by using translation. This result agrees with Medgyes (1994) who maintains that in English as a foreign language setting, teachers can use the students' native language to their advantage.

Another disadvantage of native English language teachers from the students' point of view is shown in items 10, 11, 14 and 16 which have means between (3.48 to 4.6). This shows that students find native English language teachers to be less sensitive to students' culture, are unfamiliar with students' language problems, and hardly understand the students' point of view.

Students believe that since native English language teachers have a different culture, they are less emphatic with students' problems in learning a language. They use words which students find very difficult to understand because they

do not adapt their language to the level of students in the English language. This might cause comprehension problems especially with weak learners. This idea is reversed when talking about non-native English language teachers. Sharing the same culture with their students makes them more emphatic and sensitive to their needs and difficulties in learning English language. This result agrees with Phillipson (1996) who asserts that non-native English language teachers have first-hand experience in learning and using the language. It also agrees with Medgyes (1996) who concludes that non-native English language teachers can be good *learner* models, having gone through the experience of learning English as a second (or third or fourth) language. The non-native English language teachers adopt language-learning strategies during their own learning process, most likely making them better qualified to teach those strategies and more empathetic to their students' linguistic challenges and needs. Native English language teachers are not, however, perceived as better teachers with regard to grammatical knowledge or ability to teach grammar. This is in line with Medgyes (1992) and Phillipson (1992) who have discussed this potential disadvantage of native English language teachers. This result also agrees with Mahboob (2001) and Cheung (2002) whose students have reported similar opinions.

Results of items 15, 18 and 19 Table 3, (p. 43) related to teachers' treatment of students equally and fairly, they assign a lot of homework and they are strict in marking students', responses show a medium means (3.60 to 3.26). This is consistent with the results of Árvai and Medgyes (2000) who believe that Native English language teachers speak English better than their non-native counterparts and that natives are much more lenient with student mistakes and casual in giving their Lessons. Students' responses to items 20, 21 and 22 also show that native English language teachers use more interesting activities, are patient about students' errors and assess students' language knowledge properly. The responses to these items are the lowest because the students believe that these points are at the end of their opinions of native English language teachers' qualities.

Results reported in Table 5, (p.46) concerning the non-native English language teachers show that item one has the highest means ($M = 4.49$) with a percentage of 89.8%. This shows that students believe that the English language teachers' knowledge of students L1, and using translation are very important to them. Students believe that when the teacher can communicate with them in their native language, it makes them understand difficult situations. Furthermore, students also believe that non-native English language teachers can use students' language to explain difficult words, give

instructions or compare English and Arabic. This result is consistent with Edge (1988); Medgyes (1994) and Cook (2001) who emphasize the importance of sharing L1 with the students on learning English. Responses to items 2, 3 and 5 have high means between (4.42 - 4.17). This indicates that students believe that non-native English language teachers are better in teaching grammar. This agrees with the results of Medgyes (1994); Lluruda & Huguet (2003); Moussu (2004) and Benke and Medgyes (2005) who have listed the same qualities. Students also believe that non-native English language teachers rely heavily on the coursebook and that complies with Medgyes (1994) who has stated that non-native English language teachers “use bookish language”.

Students’ responses to item six prove that non-native English language teachers understand their language problems and difficulties better because they themselves were learners of English as a foreign language. Item seven in Table 5, (p.46) shows that students believe that non-native English language teachers are good in teaching writing skills because they have gone through the same experience before and thus they better anticipate their students’ needs. They also know the best ways and strategies to teach writing for students. This result agrees with Medgyes (1994); Phillipson (1996) and Cheung (2002).

Results related to item 19 and 21 show low means between 2.23 and 2.19 respectively. Students think that non-native English language teachers are not considered better in teaching the speaking skill as they think that they do not speak English fluently. This is explained by the fact that English is not their mother tongue. Students think non-native English language teachers do not teach all the required skills. This is because such teachers are seen to be less fluent and less competent in teaching oral skills.

5.2 Discussion of the Findings of Question Two

2) Why do Jordanian graduate students hold these views?

The focus in this part is on the reasons why Jordanian graduate students prefer native or non-native English language teachers. Students have listed their reasons for preferring either a native or a non-native English language teacher. Students reported a wide range of comments about both teachers. It is very difficult to tell with certainty whether native or non-native English language teachers are preferred by students.

Thirty students have reported that native English language teachers use real English with better pronunciation and accent. They also consider them to be better in providing cultural background about English speaking countries. These reasons are supported by different researchers such as Medgyes (1992);

Mahboob (2004); Benke and Medgyes (2005); Liang (2002) and Cheung (2002). These researchers believe that students prefer native English language teachers because of those reasons. Students also have mentioned that native English language teachers have deep knowledge of vocabulary and idiomatic expressions and that such teachers give more than what is included in the coursebook. This is in line with Medgyes (1994) who confirms such qualities which differentiate native from non-native English language teachers.

As for preference to non-native English language teachers, students think that non-native English language teachers are able to explain things in the students' language especially during the first years of learning English language. This result is supported by Edge (1988); Phillipson (1992); Medgyes (1994); Cheung (2002); Cook (2001) and Benke & Medgyes (2005). These researchers consider knowledge of L1 by the teacher a valuable asset in learning English as a second language. Students feel that they can enjoy the freedom of code-switching from English to Arabic and vice versa, when required. Students think this is because non-native English language teachers have gone through the same process in acquiring and learning English. This result is in line with Samimy and Brutt Griffler (1999, p. 129) who believe that "those teachers who share their students' mother tongue seem to show more empathy towards their students' language difficulties".

5.3 Discussion of the Findings of Question Three

3) *What are the views of English language teachers towards native and non-native English language teachers?*

As for the third research question which seeks the teachers' perceptions towards native and non-native English language teachers, results show that Jordanian teachers have their own views concerning the advantages and disadvantages of native and non-native English language teachers. The results of the first two questions in the semi-structured interview reveal that native English language teachers have the following advantages:

- They are better in pronunciation, speaking, vocabulary and reading.
- They speak English fluently and are better in teaching English culture.
- They use idioms easily.
- They use modern teaching methods.

However, the native English language teachers have the following disadvantages:

- They are not familiar with the students' culture, habits and traditions.
- They misuse certain terms and expressions due to the cultural gap.
- They are less sensitive to students' needs and difficulties.
- They speak fast.

- They are not able to use L1 and translation when needed.

Non-native English language teachers on the other hand have the following advantages:

- They know L1 and they use it in translation.
- They are familiar with students' needs and difficulties.
- They are better in teaching grammar and writing.
- They have knowledge of students' cultural background.

Non-native English language teachers on the other hand have the following disadvantages:

- They concentrate on accuracy rather than fluency.
- They lack real pronunciation.
- They concentrate less on speaking.
- They are not familiar with English culture.
- They use L1 more than needed.

The aforementioned results agree with Phillipson (1992), Medgyes (1994), Reves and Medgyes (1994) and Cook (2001) who stress the importance of L1, the empathy and sensitivity to students' needs and culture.

In the interviews, Jordanian non-native English language teachers believe that native and non-native English language teachers are equally competent as English language teachers. They can be hired if they have the right teaching

qualifications, teaching experience, attended training courses in teaching strategies and methodology, friendly and flexible. They believe that they can be as successful as any other English language teacher regardless of being native. If they keep in touch with the latest ideas and courses related to their teaching profession, read more about English culture and pursue higher education, this would make them as efficient as native English language teachers and may be better.

5.4 Conclusions

The participants in this study have various perceptions with regard to native and non-native English speaker issues. Indeed, most of the participants have reported differences between native and non-native English language teachers in many aspects. Although many participants have indicted the advantages of native speakers such as better pronunciation, better language use, better linguistic competence and better knowledge of English culture, the question of who is a better language teacher appears to be rather irrelevant. It is also noticed that non-native English language teachers seem to be the students' preference to teach grammar, writing and to be more sensitive to their needs, culture and difficulties.

The Jordanian non-native English language teachers believe that the teachers' qualifications, knowledge, training in ELT and expertise are very important for success in teaching. Thus the findings in this study demonstrate that both native and non-native English language teachers can be perceived as successful teachers by both students and teachers. Moreover, the findings indicate that students do have their preferences as to what kind of teacher, native or non-native, they would rather have.

5.5 Recommendations

On the bases of the results of this study, the researcher recommends the following:

- 1- Students should be given the opportunity to have non-native English language teachers for grammar, and native teachers for English culture and oral communication classes. As Medgyes (1996) states, the ideal language institution is the one where there is a "good balance of native and non-native English language teachers, who complement each other in their strengths and weaknesses" (p. 42).
- 2- Teachers should be given training courses on teaching strategies and methodology by the Ministry of Education.

- 3- Teachers should also read more about English culture, subscribe to language journals and participate in conferences related to the teaching profession to broaden their knowledge.
- 4- Administrators should consider the qualifications, competence and the expertise of the teachers when they hire English language teachers. They should not discriminate against the non-native teachers.

5.6 Suggestions for Future Research

Future studies can build on the findings of this research. They can be conducted in a number of ways to overcome the limitations outlined throughout this work.

- 1- It would be worthy to investigate students' perspectives on native and non-native English language teachers by using a larger sample and different research methods such as observation.
- 2- Further research should consider investigating the competencies and needs of non-native Jordanian English language teachers.
- 3- It would be also worthy to conduct a study on the status of non-native English language teachers who teach English for native speakers of English in the English speaking countries like The United states.

- 4- Researchers should conduct more empirical studies that move away from the simplistic question of whether students prefer native or non-native English language teachers to more nuanced questions about the specific strengths and weaknesses in particular areas of language teaching such as culture.

Summary

This chapter discussed the findings of the three questions of the study and explained the results in light of the reviewed literature. The chapter concluded with recommendations and suggestions for future research.

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Appendix A
Middle East University Permission Letter

MEU جامعة الشرق الأوسط
MIDDLE EAST UNIVERSITY

Date: التاريخ: 2011/3/12
Number: الرقم: كلية الآداب والعلوم
Faculty of Arts & Sciences

لمن يهمه الأمر

تحية طيبة وبعد،

تقدم الطالبة إكرام محمود عطعوط يعقوب ورقمها الجامعي (400820032) بإجراء دراسة متعلقة برسالة الماجستير التي تقوم بإعدادها بإشراف الأستاذ الدكتور بدر الدويك تحت عنوان " اتجاهات الطلبة والمعلمين الأردنيين نحو معلمي اللغة الإنجليزية الناطقين بها والناطقين بغيرها " وذلك استكمالاً للحصول على درجة الماجستير في اللغة الإنجليزية وأدائها من جامعة الشرق الأوسط.

يرجى تسهيل مهمتها والتي تتطلب توزيع استبانة على الطلبة في الجامعات الأردنية الحكومية والخاصة وعمل لقاءات حوارية مع معلمي اللغة الإنجليزية الأردنيين، علماً بأن المعلومات ستكون سرية لغايات البحث العلمي.

وتفضلوا بقبول فائق الاحترام ،،،،

عميد كلية الآداب - العلوم

أ. د. لويس مقطش



Appendix B Panel of Experts
--

Area of Specialization	Affiliated University	Rank	Name	Number
TEFL\ Linguistics	Middle East University (MEU)	Professor	Riyad Hussein	1
TEFL\ Translation	Middle East University (MEU)	Professor	Rasoul Khafaji	2
Methodology\ Education	Middle East University (MEU)	Professor	Jawdat Saadeh	3
Methodology\ Education	Amman Arab University (AAU)	Professor	Adnan Al-Jaderi	4
Methodology\ Education	Middle East University (MEU)	Associate Professor	Ghazi Khalifeh	5
Applied Linguistics	Amman AL- Ahliyyah University	Assistant Professor	Suleiman Al- Abbas	6

Appendix C Validation Letter

Dear Professor, Supervisor and Teacher,

I am currently in the process of determining the *content validity* of a questionnaire. It is the main instrument in my MA thesis titled " *Jordanian Graduate Students' and Teachers' Attitudes Towards Native and Non-native English Language Teachers*". The questions of my study are:

- 1) What are the views of Jordanian graduate students towards native and non-native English language teachers?
- 2) Why do Jordanian graduate students hold these views?
- 3) What are the views of Jordanian English language teachers towards native and non-native English language teachers?

I truly value your comments as an expert to help determine the content validity of the questionnaire. This questionnaire will be administered to a sample of 100 Jordanian Graduate Students in public and private universities in Amman, Jordan.

Please feel free to comment on the proposed questionnaire based on the following criteria:

Content Validity:

Do the items represent the concepts related to each dimension?

Face Validity

Does the instrument "look like" it is measuring what it supposed to measure?

Clarity:

Are the items clear and their language appropriate?

Other:

Please make any additional suggestions.

Will you please register your full name and position to be included in the documents?

Name: _____

Position: _____

Sincerely,

Ekram Mahmoud Yacoub

MA Candidate

Appendix D

English Language Students' Questionnaire

Cover Letter

Dear Student,

I am a graduate student at Middle East University (MEU). I am conducting a study for my M.A degree. The purpose of this study is to investigate the students' and teachers' attitudes towards native and nonnative English language teachers in Jordan.

You are invited to participate in this research study. If you agree to participate in the study, please respond to the enclosed questionnaire that asks you questions about your attitudes towards native and nonnative English language teachers. It may take you up to 20 minutes to complete the questionnaire.

You will not be asked about your name and there is no need for you to write it on the questionnaire. If you choose to participate in this study, all information obtained will be confidential and no information about your identity will be disclosed.

Participation in this research study is voluntary.

If you have any concerns or questions about this study, please contact me:

Sincerely yours,
Ekram Al-Barghouthi
English Department
Middle East University
Amman, Jordan
ekram_barghouthi@hotmail.comE-mail:

Supervisor:
Dr. Bader S. Dweik
English Department
Middle East University
Amman, Jordan

a. Native English language teachers?

Yes

.....

No

.....

b. Non-native English language teachers?

Yes

.....

No

.....

Part II: Students' attitudes towards native English language teachers

Please decide whether the following statements are true of your **native teachers** of

English and indicate the extent to which you agree with each item based on this scale:-

1- Strongly Agree 2-Agree 3- Neutral 4- Disagree

5-Strongly Disagree

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	- I believe that the native English language teacher.....					
1-	can pronounce naturally and accurately.					
2-	can correct students' pronunciation.					
3-	speaks English fluently.					
4-	focuses primarily on speaking skills.					
5-	is better in teaching reading and vocabulary.					
6-	is better in teaching writing skills.					

No	Items - I believe that the native English language teacher.....	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
7-	encourages students to speak more English in class.					
8-	speaks too fast.					
9-	has too many unfamiliar words in his\her speech.					
10-	is not familiar with the students' language problems.					
11-	cannot explain the concepts or words in Arabic.					
12-	is less sensitive to students' culture.					
13-	provides extensive information about the culture of English-speaking countries.					
14-	treats students equally and fairly.					
15-	hardly understands students' point of view.					
16-	is patient about students' errors.					
17-	prepares learners well for the exams.					
18-	employs modern teaching methods and techniques.					
19-	uses more interesting class activities.					
20-	assigns a lot of homework.					
21-	relies heavily on the course book.					

	- I believe that the native English language teacher.....	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
22-	assesses students' language knowledge properly.					
23-	is too strict in marking.					

Part III: Student's attitudes towards non-native English teachers

Please decide whether the following statements are true of your non-native teachers of English and indicate the extent to which you agree with each item

based

on this scale:-

1- Strongly Disagree 2-Disagree 3- Neutral 4- Agree

5- Strongly Agree

No	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	- I believe that the non-native English language teacher.....					
1-	knows English language grammar very well.					
2-	puts more emphasis on grammar rules.					
3-	uses simple English to explain grammar.					
4-	focuses primarily on speaking skills.					

	I believe that the non-native English language teacher.....	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
5-	teaches reading and vocabulary more efficiently.					
6-	is good in teaching writing skills.					
7-	teaches all the required skills:(listening, speaking, reading and writing)					
8-	understands students' language problems and difficulties.					
9-	corrects students' errors.					
10-	explains unfamiliar words by using translation.					
11-	compares and contrasts between the grammar of English and Arabic.					
12-	helps students to develop understanding of the foreign culture.					
13-	speaks more Arabic during the class.					
14-	speaks English fluently.					
15-	relies heavily on the course book.					
16-	is not familiar with English culture.					
17-	assesses students' language knowledge properly.					
18-	is too strict in marking.					
19-	assigns a lot of homework.					
20-	prepares learners well for the exams.					

	- I believe that the non-native English language teacher.....	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21	uses different class activities.					
22-	is co-operative with students.					
23-	treats students equally and fairly.					

Part IV:

Why do you prefer a native or a non-native English language teacher?

.....

.....

.....

.....

.....

.....

.....

Appendix E Arabic Language Students' Questionnaire

استبانة الطالب

عزيزي الطالب / عزيزتي الطالبة:-

أنا طالبة في جامعة الشرق الأوسط. أقوم بدراسة ميدانية باستخدام أداة الاستبانة لاستكمال متطلبات نيل درجة الماجستير. تهدف هذه الاستبانة الى التحقق من اتجاهات الطلبة والمعلمين الأردنيين نحو معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها في الأردن. اذا وافقت على المشاركة الرجاء الاجابة على الاستبانة المرفقة والتي تسأل عن اتجاهاتك نحو معلمي اللغة الانجليزية الناطقين بها والناطقين بغيرها. سيتم التعامل مع المعلومات بسرية وفي حال مشاركتك الرجاء التعامل مع الأسئلة بمصداقية قدر الامكان. تحتوي الاستبانة على ثلاثة أجزاء: 1- معلومات احصائية 2- اتجاهات الطلبة نحو معلمي اللغة الانجليزية الناطقين بها 3- اتجاهات الطلبة نحو معلمي اللغة الانجليزية الناطقين بغيرها. اذا كان لديك أية تساؤلات حول تلك الدراسة الرجاء الاتصال بالباحثة، ولكم جزيل الشكر.

اكرام محمود البرغوثي

قسم اللغة الانجليزية وآدابها

جامعة الشرق الأوسط | عمان - الأردن

البريد الالكتروني ekram_barghouthi@hotmail.com

المشرف

الدكتور بدر سعيد الدويك

قسم اللغة الانجليزية وآدابها

جامعة الشرق الأوسط | عمان - الأردن

الاستبانة

١- معلومات احصائية

- يرجى التكرم بوضع اشارة (√) داخل المربع المناسب.

- ١-الجنس: ذكر () أنثى ()
- ٢-العمر: 29 24 36-30 43 - 37 أكثر من 44
- ٣- الوظيفة: طالب () معلم () موظف () غيرها () اذكرها _____
- ٤-اللغة الأم: العربية () الانجليزية () غيرها () اذكرها _____
- ٥-المستوى الأكاديمي الملتحق به: الماجستير () الدكتوراة ()
- ٦-التخصص العلمي: اللغة الانجليزية () اللغة العربية () غيرها ()
(اذكرها _____)
- ٧-الجامعة التي تدرس بها: الجامعة الأردنية () الجامعة الألمانية الأردنية ()
جامعة البترا () جامعة الشرق الأوسط () جامعة عمان العربية ()
- ٨-كيف تقدر مستواك في اللغة الانجليزية: مبتدئ () متوسط () متقدم ()
- ٩-كم المدة التي أمضيتها في تعلم اللغة الانجليزية: () سنوات.
- ١٠-هل درست اللغة الانجليزية في الخارج؟ نعم () لا ()
- ١١-هل درست اللغة الانجليزية من: معلمي لغة انجليزية ناطقين بها () معلمي لغة
انجليزية غير ناطقين بها ()

٢- اتجاهات الطلبة نحو معلمي اللغة الإنجليزية الناطقين بها

- الرجاء أن تقرر درجة إحساسك نحو الجمل التالية فيما يتعلق بمعلمي اللغة الإنجليزية الناطقين بها وذلك بوضع إشارة (√) داخل المربع الذي يمثل درجة موافقتك أو عدمها:-

الرقم	- أعتقد أن معلم اللغة الإنجليزية الناطق بها.....	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
١-	لفظه بالإنجليزية طبيعي وواضح					
٢-	يستطيع تصحيح لفظ الطلبة					
٣-	يتحدث الإنجليزية بطلاقة					
٤-	يركز بصورة أساسية على مهارات التحدث					
٥-	أفضل في تعليم القراءة والمفردات					
٦-	أفضل في تعليم مهارات الكتابة					
٧-	يشجع الطلبة على التحدث باللغة الإنجليزية داخل الصف					
٨-	يتحدث بسرعة					
٩-	لديه الكثير من المفردات الصعبة في حديثه					
١٠-	لا يعرف جيدا" مشاكل الطلبة اللغوية					
١١-	لا يستطيع شرح الكلمات والمفاهيم باللغة العربية					
١٢-	أقل حساسية لتقافة الطلاب					
١٣-	يزود الطلبة بمعلومات واسعة حول ثقافة الدول الناطقة بالإنجليزية					
١٤-	يعامل الطلبة بالعدل والمساواة					
١٥-	يجد صعوبة في فهم وجهة نظر الطلاب					
١٦-	صبور ومتعاون فيما يتعلق بأخطاء الطلبة					
١٧-	يعد الطلبة جيدا" للامتحانات					
١٨-	يستخدم طرقا وأساليب حديثة في التدريس					

١٩-	يستخدم أنشطة صفية أكثر إثارة للاهتمام					
٢٠-	يعطي الكثير من الواجبات البيتية					
٢١-	يعتمد كثيرا على الكتاب المدرسي					
٢٢-	يقيم مستوى الطلبة اللغوي بصورة مناسبة					
٢٣-	متشدد جدا في إعطاء العلامات					

٣- اتجاهات الطلبة نحو معلمي اللغة الإنجليزية الناطقين بغيرها

- الرجاء أن تقرر درجة إحساسك نحو الجمل التالية فيما يتعلق بمعلمي اللغة الانجليزية الناطقين بغيرها وذلك بوضع اشارة (√) داخل المربع الذي يمثل درجة موافقتك أو عدمها:-

الرقم	- أعتقد أن معلم اللغة الإنجليزية الناطق بغيرها.....	أوافق بشدة	أوافق	محايد	لا أوافق	لا أوافق بشدة
١-	يعرف قواعد اللغة النجليزية جيدا					
٢-	يركز أكثر على القواعد اللغوية					
٣-	يستخدم لغة انجليزية مبسطة لشرح قواعد اللغة الانجليزية					
٤-	يركز بصورة أساسية على مهارات التحدث					
٥-	يقوم بتدريس القراءة والمفردات اللغوية بكفاءة أكثر					
٦-	أفضل في تدريس مهارات الكتابة					
٧-	يقوم بتدريس كل المهارات اللغوية المطلوبة: (الاستماع، التحدث، القراءة والكتابة)					
٨-	يتفهم مشكلات وصعوبات الطلبة اللغوية					
٩-	يقوم بتصحيح أخطاء الطلبة					
١٠-	يستخدم الترجمة لشرح المفردات الصعبة والغير					

مألوفة					
١١-	يقارن بين قواعد اللغة الانجليزية وقواعد اللغة العربية				
١٢-	يساعد الطلبة على فهم الثقافة الأجنبية				
١٣-	يستخدم العربية بصورة كبيرة داخل الصف				
١٤-	يتحدث الانجليزية بطلاقة				
١٥-	يعتمد بصورة كبيرة على الكتاب المدرسي				
١٦-	ليس لديه معرفة جيدة بالثقافة الانجليزية				
١٧-	يقيم مستوى الطلبة اللغوي بصورة مناسبة				
١٨-	متشدد جدا في إعطاء العلامات				
١٩-	يعطي الكثير من الواجبات البيتية				
٢٠-	يعد الطلبة جيدا" للامتحانات				
٢١-	يستخدم أنشطة صفية متنوعة				
٢٢-	متعاون مع الطلبة				
٢٣-	يعامل الطلبة بالعدل والمساواة				

٤- من تفضل لتعليم اللغة الانجليزية، معلمي اللغة الانجليزية الناطقين بها أو معلمي اللغة

الانجليزية الناطقين بغيرها؟ ولماذا؟

Appendix F
English Language Teachers' Interview Questions

Cover Letter

Dear Teacher:-

I am a graduate student at Middle East University (MEU). I am conducting a study for my M.A degree. The purpose of this study is to investigate the students' and teachers' attitudes towards native and nonnative English language teachers in Jordan.

This is a list of questions for my research interview that aims at finding out the perceived differences between native and nonnative English teachers in Jordan.

Please elaborate on your answers. This is not an evaluation, so there will be no right or wrong answers. The transcription of the interview will be checked and then analyzed. Your help is greatly appreciated.

Participation in this research study is voluntary. You have the full right to decide not to participate in the study at all, or to withdraw at any time.

If you have any concerns or questions about this study, please contact me.

Sincerely yours,

Ekram M. Al-Barghouthi
English Department
Middle East University
Amman, Jordan
ekram_barghouthi@hotmail.comE-mail:

Supervisor:
Dr. Bader S. Dweik
English Department
Middle East University
Amman, Jordan

Teachers' Interview Questions

Part 1: Demographic Data

1. Gender: Male Female
2. Age: 25-30 31-36 37-42 43- 49 Over 50
3. Marital Status: Single Married Other
4. Academic Degree: Diploma B.A M.A PhD
5. Native language: Arabic English Other
6. Speak other languages: Please specify -----
7. Years of experience in teaching English:
- 1-5 6-10 11-15 16-20 21-25 More than 26

Part II: Interview Questions

Introduction and instructions to the interviewee:

The study is about the Jordanian English language teachers' attitudes towards the native and nonnative English language teachers and their thoughts about their competence in teaching. The form of the interview is relatively free, resembling a conversation: reflective answers are welcome.

- I am interested in your personal views. If any other ideas associated with the topic occur to you during the interview, you are welcome to bring them up.

- Your anonymity will be protected.

- Please answer the following questions:-

Most scholars and researchers such as Cook (1999), Philipson (1992), Medgyes (1994) and others have commented on the advantages and disadvantages of native and non-native English language teachers.

1) What are the advantages and disadvantages that native English language teachers have?

2) What are the advantages and disadvantages that non-native English language teachers have?

3) If you were in the position to hire English language teachers, what criteria would you follow? Please state them according to their level of importance.

4) What do you think you need more in order to be a better EFL teacher? List them according to their importance.

- Thank you for your time.